PRINCIPLES OF TEACHING FOREIGN LANGUAGES BASED ON THE FORMATION OF STUDENTS’ COGNITIVE COMPETENCE

DOI: 10.31618/ESU.2413-9335.2020.4.78.1016

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ABSTRACT

Nowadays teaching foreign languages is impossible to imagine without the use of multimedia teaching tools. In this connection, the importance of information technology in the foreign language classroom is great. It deals with different technologies like internet technology and multimedia technology in the development of learners’ intellectual competencies. Modern technologies allow development of intellectual potentials in improvement process of traditional and information forms and methods of education. It also develops methods of teaching, implementation of training, finding and adaptation of information from different sources, accessibility of different tools and techniques in teaching process, trainability of systematic education process, improvement of self-education, creation of a positive emotional background for teaching; and many other issues. The use of cognitive technology creates the most positive and favourable conditions in motivation of teaching foreign languages.

Key words: information technology, teaching foreign languages, competency-based approach, teaching methods, cognitive competence

Introduction

Technical specialized training no longer meets the requirements of the times and the personal culture of the graduate becomes an important component of professional education. Higher education ceases to be only professional, it becomes an element of a person’s general culture [1, p. 42], and accordingly, it should be carried out in many areas, including the humanization of education, its fundamentalization and technologicalization, external and internal integration, expressed in the formation of a common educational space; standardization of the content of education, the introduction of information technology in the educational process, and should also be proactive and continuous.

Russian researchers the problem of competency-based presentation of the result of education is considered in the methodological, theoretical [7; 8; 9;] and in the applied, actually methodological aspect, in particular, in determining the effective-target basis of state exams in such a section as the requirements for the level of training of the graduate. As a result of education, a set of intellectual, personal, behavioral qualities, knowledge and competencies is formed that allows you to adequately act on the basis of this knowledge in any situation.

The set requirements are most fully met by the competency-based approach, which, according to many researchers, reflects a type of educational content that does not boil down to a knowledge-based component, but involves a holistic experience in solving life problems, fulfilling key (i.e., related to many social areas) functions, social roles, competencies.

Berkimbayev K.M., Kerimbaeva B.T, considering the competency-based model of general education, among the many reasons restraining the renewal of education, highlight its one-sidedness, disharmony, when instead of a holistic sociocultural experience, only a part of it is acquired, first of all, the knowledge component and emphasize that The competency-based...
approach puts forward in the first place not the student's awareness, but the ability to solve problems that arise in the following situations in:
- cognition and explanation of the phenomena of reality;
- the development of modern equipment and technologies;
- the relationship of people in ethical standards;
- practical life when performing social roles;
- legal norms and administrative structures, in consumer and aesthetic evaluations;
- choosing a profession and assessing their readiness to study at a professional educational institution;
- solve the problems of self-determination if necessary [2, p. 8-14].

However, despite the fact that the concept of competence is subject special study of professional psychology and control theory, in pedagogical science there is no single approach to the category of competence.

According to S.S. Kunanbayeva “The generally accepted definition of the concept of competence is a circle of issues in which one possesses knowledge, experience, as well as the circle of someone's (institution, person's) authority” [3, p. 13 5] - however, it does not fully reflect the essence of the phenomenon.

Most foreign researchers consider competencies from the perspective of a personal-activity approach. So, for example, Canale, M. and Swain, M. attributes the competence of a professional to key personal resources [4], Martin and Vaughn consider competency to be a special kind of disposition of personal self-organization [5, 24].

According to another point of view, the category of competence is closely related to such concepts of psychological and pedagogical science as knowledge, competencies. So, for example, Yu.I. Alyushina, I.A. Dmitrievskaya and L.A. Efimova define competence as “the unity of knowledge, competencies, attitudes and relations in the process of professional activity, determined by the requirements of the position, the specific situation and the business goals of the organization” [2, p. 28].

Robert I. V. also does not deny the importance of the role of knowledge, but somewhat expands the concept, including “the totality of knowledge, methods of activity related to a certain circle of objects and processes, specified as a requirement for educational preparation” [6, p.11]. He turns his attention to competencies and believes that “competence is a combination of communicative, constructive, organizational competencies of the subject of activity, his ability to practically use these competencies in the process of activity” [6, p. 42]. Other researchers consider competence a key component of professionalism and interpret it as a combination of knowledge and competencies, as well as ways to carry out professional activities [7, p. 94].

N.P. Galtsova, T.I. Mezentceva, I. A. Shvadlenko understand competence as a co-organization of knowledge, competencies, which allows you to set and achieve goals for transforming the situation [8].

Determining the choice of teaching methods in the projected model, the following criteria were used: comparing methods from one group; analysis of the effectiveness of methods for solving specific problems of teaching mathematics and the formation of cognitive competence; teacher proficiency; organization of appropriate psychological and pedagogical conditions.

**Methodology of the research**

The formation of a positive attitude to learning, the presence of cognitive interest, the need for knowledge, competencies affects the activities of students and gives them better results. Any method contains techniques for creating an emotionally positive situation, encouraging activity, creating situations of choice, entertaining presentation, etc. Therefore, each of the methods of organizing educational and cognitive activity has not only informative and educational, but also a motivational effect.

Therefore, the study focused on the methods of stimulation and motivation of learning. For example, when conducting classes to solve educational problems, affordable tasks were selected for students who need stimulation at the appropriate stage. Then they went on to perform more complex exercises. For this purpose, special dual tasks were used, one of which is accessible to the listener and creates the basis for subsequent efforts to solve a more complex problem.

**Findings and discussion**

When choosing teaching methods, they were guided by their correspondence to the goals, objectives, principles of training, content, educational opportunities of students, the capabilities of teachers and the techniques specific to the methods. For example, reproductive methods include techniques for transmitting, howling, and remembering educational information. Problem-search methods contain techniques for creating problem situations, forming and proving hypotheses, formulating conclusions. The choice was made consciously taking into account the characteristics of each group of students. Note that visual aids for problem-searching teaching methods are no longer used to enhance memorization, but for setting experimental tasks, drawing up diagrams and models of problem situations. Problem-search methods are used primarily to develop the competencies of students' creative educational and cognitive competence and contribute to their more meaningful and independent, mastery of knowledge. They are especially effective when the content of educational material is aimed at the formation of concepts; laws and theories, is not fundamentally new, or students are required to independently establish, discover these concepts on the basis of their own experience.

To solve the complex tasks of training and the formation of cognitive competence of students of preparatory courses, based on a comparative assessment, we determined a rational set of methods based on the classification of Shchukin A.N.: reproductive, explanatory, illustrative, problem-searching, research methods and their corresponding techniques [9].

Currently there are a large number of technologies allowing more effectively carry out the process of
learning foreign language in particular. Cognitive competence of learning a foreign language can be divided into two main groups:

1) means allowing synchronous communication, and

2) communication means with a delay in time.

The immediacy of the technology gives learners a direct connection with the instructor as well as classmates. Web chats promote real-time collaboration and discussion that can lead to deeper processing of class material.

Integrating this technology does, however, require intentional planning on the part of the teacher. Preparation should include establishing rules of online etiquette and a process for orderly turn-taking, so that everyone gets a chance to participate.

These chat platforms used for teaching purposes open up new opportunities in teaching a foreign language. Using chat and voice connection, you can:

- participate in group work and individual work online;

- conduct lessons-projects with learners from other countries;

- discuss topics with a guest representative of another country competent in a particular area of scientific knowledge;

- to offer radically new, non-standard tasks. For example, for installation of the first language contact of the student and the native speaker, setting the parameters the proposed interlocutor suggest: Using the program, find the interlocutor in such (determined depending on the language being studied and the teacher’s goals) country. Find out his name, interests, etc. Tell about yourself... etc.

- Archiving text chat feature allows you to end the communication analyze the chat log in terms of grammar, vocabulary, punctuation, stylistics, speech errors, etc. and on this basis to build new types of tasks.

So, complex of case tasks in the development of students’ cognitive competence has formed different forms and types of communication. Special language means expanded through internet chats. Thereby, a feeling similar to a spoken conversation is created, which distinguishes chatting from other text-based online communication forms such as Internet forums and email. Online chat may address point-to-point communications as well as multicast communications from one sender to many receivers and voice and video chat, or may be a feature of a web conferencing service.

Case tasks are approaches for synchronous communication amongst teachers and learners. Some options include:

- have scheduled, structured chat and conference sessions which address specific topics;

- have regular chat and conference sessions for problem solving, asking the teacher or trainer for help;

- allow learners to arrange chat sessions for dealing with teamwork issues and collaboration on assessment tasks and projects;

- invite a guest speaker to join the chat and conference room and have learners prepare by reading an article by the guest;

- encourage learners to use chat and conference for socialization and the development of a learning community.

To conduct a useful learning experience, especially in an online course, it is important to have a focused chat. That is, one that focuses on a specific topic of discussion so that it is easier to keep some order to the chat. In some chat programs, you can even save all or just a portion of chat sessions for future use. This feature could be used to post to a class discussion area so that learners not able to attend the live chat can read others' postings and not feel left out. Follow the links in this webpage to learn more about some practical uses of chat.

The Art of Hosting Good Conversations Online: Tips about what an online host wants to achieve, good online discussions, the role of the host, what a host does, what a host tries to grow, host behavior.

Writing is changing as it takes on some of the functions and features of speech. Internet chat rooms and rapid real-time teleconferencing allow users to interact with whoever happens to coexist in cyberspace. These virtual interactions involve us in ‘talking’ more freely and more widely than ever before. With chatrooms replacing many face-to-face conversations. It is necessary to be able to have quick conversation as if the person were present, so many people learn to type as quickly as they would normally speak. Some critics are wary that this casual form of speech is being used so much that it will slowly take over common grammar; however, such a change has yet to be seen [10, 19].

Whether you’re showing learners the film adaptation of a novel you’re reading in class, or having them attend a webinar, learners will be more apt to pay attention and process what they’re seeing/hearing if you provide focus questions and then let them discuss those questions via online chat while the video is playing. If you need more time or can’t play the video in the computer lab, have them take notes while watching and then do an online chat the following day. You may want to break the class into separate chat groups so that group members have more opportunity to participate. Or, you may want to assign particular focus questions to particular groups.

Examples of focus questions include:

- While you’re watching...

- Serve as an “expert commentator” on...

- Share your reaction to (or opinion about)...

- Note three things that are memorable or surprising, and discuss...

- Answer the following trivia questions...

- Gather support for your argument and debate one of the following positions...

- Share key quotes that sum up the topic of...

- Define the following terms mentioned in the video...

While organizing a chat during the classrooms, we should provide a guest speaker experience without leaving the classroom. A teacher arranges for an expert on a topic, or perhaps someone who has experienced history firsthand (a veteran, etc.), to attend a chat at a designated time. A teacher makes learners prepare
questions for the person ahead of time. After screening/approving the questions and removing duplicates, the teacher should moderate and monitor the chat to ensure smooth flow and appropriate student participation. To extend the lesson, we make learners refer to the recorded chat and summarize what they learned from the speaker, perhaps noting how their perceptions changed as a result of the chat event, or what they learned as a result of classmates’ questions.

**Results of the research**

While using of chat rooms for learning allows learners to communicate in real time to discuss the topics of the course or assignments given to them by the lecturer. It also allows easier access to the lecturer where the lecturer communicates and clarifies topics of discussion. The lecturer can also carry out his/her class virtually by use of the chat room. Learning is any program or course offered in such a way that the instructor and the student are separated by physical.

It means that the program or course is not offered in the traditional classroom. This varies from online courses, telecommuting courses and video courses. Where the courses are offered online, the learners at times access their classes from institutional centers where there is free Internet connection since not all learners have Internet at home. Making use of Internet resources for learning can provide a great advantage to the learners and lecturers. Therefore, the use of chat rooms in learning has become an important tool for online learning. In any case, steps must be put in place we have to make sure that use of Internet resources is done in the most effective way possible.

In an environment where collaborative tools such as chat rooms are in use, online classes cease to be like a medium and they become like a learning platform. At the same time, the online learning software ceases to be a content-consumption tool and becomes more like a content authoring tool where learning is created.

**Discussions and Role plays** are the best methods of the formation of students’ cognitive competence. Natural conversation forces adjustment of a listener to a produce, but talk and perception are mutually connected. Conversational acoustical contact must be a stimulus for a student’s and a teacher’s work. In the communicative class, it is necessary to support learners’ motivation showing their failures, success and progress. For that, the teacher can repeat some exercises, which guarantee success in advance, and then to proceed to more complicated exercises. The teacher must take into account the freedom in the frame of communicative abilities known to the learners.

A conversation should teach the learners how to use colloquial language at the most normative, optimum level. Learners active participating at class conversations is essential if the class is the only place to communicate. Relevant and actual material is used in real life situations which are not fixed but can vary to different directions. Imitation starts from listening. As a rule, learners have a lot of listening but they do not speak. The teacher must provoke them with a help of a situation, game or discussion. Primary stages of colloquial language take a course in imitating, retelling the plot.

So, the communicative method determines purposes of oral conversation spontaneously, without preliminary preparation. A student has to define purposes of conversation at the very beginning or even in the course of it. Defining of conversational purposes is dictated by need to transmit some information or emotional state. The grammatical aspect has a secondary role if it does not confuse understanding and conveying the purpose of the conversation. Grammatical and phonetic correctness is developed not before the speech but in its course.

In conclusion, besides the learners’ needs, the discussion on the readiness of the teacher is also important since the teacher is a crucial part of the process in gaining and implementing competency-based approach. Not just in competency-based education but in all approaches and methods teachers’ readiness both for the lesson and the method, s/he will use, is essential. The preparation of teacher has two sides, one of them is preparing them for and giving them satisfactory information about the approach and method, the other one is teachers’ self preparation for each lesson that s/he will deliver. As it happens, the teacher candidates who will teach a language or any subject by using competency-based curriculum could be prepared through a program which is designed on the base of the analyses of the competencies and competencies, required for effective teaching.

While planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the pre-intermediate and intermediate levels. We had to make decisions about how best to teach the contents of a syllabus belong to the field of methodology.

In order to develop our learners’ communicative competencies we have to choose the methodology of teaching. In this respect, language teaching has seen many changes in ideas about methodology, and communicative-oriented method prompted a rethinking of approaches to teaching. We may conveniently group trends in language teaching into three phases:

1. Phase 1: traditional approaches (up to the late 1960s)
2. Phase 2: classic communicative-oriented teaching based on cognitive competence (1970s to 1990s)
3. Phase 3: current communicative-based language teaching (CBLT) based on cognitive competence (late 1990s to the present).

According to S.S. Kunanbayeva there are 3 types of exercises. They are

1. Exercises for communication;
2. Exercises of modelling communication;
3. Free communication exercises [3].

While teaching the learners we mostly used communicative-based language teaching, because our aim is to develop learners’ communicative and cognitive intercourse. Let us first consider the transition from traditional approaches to what we can refer to as classic communicative-oriented teaching based on cognitive competence.

Professional English based on cognitive approach as it is connected with integration of subjects. First of all, it should be remembered that intercultural aspect of
teaching involves the interaction of any subjects at all with each other using the means and methods available to them. This assumes active participation in the dialogue of both parties - the exchange of questions and answers, managing the progress of the dialogue, monitoring the implementation of decisions, etc.

An interactive learning model eliminates the dominance of any participant in the educational process or any idea. From the object of influence, the student becomes the subject of interaction, he himself actively participates in the learning process, following his own individual route.

The core of interactive teaching methods are active teaching methods, aimed at developing learners’ independent thinking and the ability to solve tasks. The purpose of training is the development of thinking in learners, their involvement in problem solving, the expansion and deepening of knowledge, the simultaneous development of practical competencies and competencies to communicate in a foreign language. The noted features of intercultural aspect of teaching allow us to formulate the following recommendations:

Interactive learning will succeed and will benefit for learners if:
- the teacher determines in advance for himself the purpose of the activity;
- outline the techniques and means of intercultural aspect of teaching, that is, develop tactics of activity;
- make a plan for the implementation of tactics of activity;
- determine the sequence of its actions, that is, the logic of the flow and development of the activity, its internal laws;
- prepare the necessary materials, get acquainted with the literature on the problem of interest to him.

When preparing for a lesson using interactive methods, it is necessary to choose the form of work correctly. To do this, remember the following criteria:
- assigned tasks;
- the number of participants in the class;
- age characteristics of learners;
- the level of knowledge of learners;
- experience of schoolchildren in this type of activity;
- your own experience;
- conditions for the implementation of this lesson.

The teacher must fully and thoroughly imagine the organization and conduct of classes, which implies:
- setting goals and working on them;
- selection of content, forms and means of work;
- thinking through ways of organizing activities;
- logical construction of activities and planning of actions in time;
- prediction of the nature of the course of activity, the assumption of possible difficulties and problems, the choice of ways to overcome them and eliminate.

Learning vocabulary or lexical approach is a complex process. The learners’ aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form. As the word (its form and meaning) is absorbed through situational relatedness and the need for expressing thoughts and feelings, initial training in the use of new vocabulary after the presentation is done in conditional-speech exercises (exercises in imitation, substitution, transformation, reproduction), performed in conditions of a specially organized interaction. These exercises are accompanied by communicative unit. Training in simulation allows learners to create sensations through auditory and visual image of the word, which is associated with speech motor that provides durability memorization of formal characteristics of speech. No less important, according to Merchant Guy is that there is an awareness of the importance and purpose of the words in their unity, on the one hand, and the Association of the word (the auditory image) with purpose and purpose [42]. Wildcard exercises help to strengthen these ties and develop associative action of calling words.

**Pre-communicative activities or communicative activities**

They include structural activities, functional communication activities and Quasi-communicative activities [12]. Social interactional activities and unctional communication activities require learners to use their language resources to overcome an information gap or solve a problem (see below). Social interactional activities require the learner to pay attention to the context and the roles of the people involved, and to attend to such things as formal versus informal language.

**Information-Gap Activities**

An important aspect of communication in communicative-oriented method is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if learners go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information.

Learners practice a role play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc. The other needs to obtain information on departure times, prices, etc. They role-play the interaction without looking at each other’s cue cards.

**Jigsaw activities**

These are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole.

In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. The following are examples of jigsaw activities:

The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker’s points of view. Learners are divided into three groups and each group listens and takes notes
on one of the three speaker’s opinions. Learners are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained.

The teacher takes a narrative and divides it into twenty sections (or as many sections as there are learners in the class). Each student gets one section of the story. Learners must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually the learners have to put the entire story together in the correct sequence.

Other Activity Types in communicative-oriented method

Many other activity types have been used in communicative-oriented method, including the following:

Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one’s language resources to complete a task.

Information-gathering activities: student-conducted surveys, interviews, and searches in which learners are required to use their linguistic resources to collect information.

Opinion-sharing activities: activities in which learners compare values, opinions, or beliefs, such as a ranking task in which learners list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

For example, working out a teacher’s timetable on the basis of given class timetables.

Role plays: activities in which learners are assigned roles and improvise a scene or exchange based on given information or clues.

Emphasis on Pair and Group Work

Most of the activities discussed above reflect an important aspect of classroom tasks in communicative-oriented method, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.

Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

Authenticity

Since the language classroom is intended as a preparation for survival in the real world and since real communication is a defining characteristic of communicative-oriented method, an issue which soon emerged was the relationship between classroom activities and real life. Some argued that classroom activities should as far as possible mirror the real world and use real world or “authentic” sources as the basis for classroom learning. Classroom activities should parallel the “real world” as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium.

Others scholars argued that it is not important if classroom materials themselves are derived from authentic texts and other forms of input, as long as the learning processes they facilitated were authentic [11]. Critics of the case for authentic materials point out that:

- Created materials can also be motivating for learners.
- Created materials may be superior to authentic materials because they are generally built around a graded syllabus.
- Authentic materials often contain difficult and irrelevant language.
- Using authentic materials is a burden for teachers.

However, since the advent of communicative-oriented method, textbooks and other teaching materials have taken on a much more “authentic” look; reading passages are designed to look like magazine research’s (if they are not in fact adapted from magazine researches) and textbooks are designed to a similar standard of production as real world sources such as popular magazines [13].

In the end, the quality of the presentation of the material and the efficiency of its mastering, and, consequently, the motivation to learn a foreign language on the part of learners, significantly improves.

1. Work with the text (Denotative text analysis).

Text as a speech product system of a foreign language speaker is of particular value as a systematized pattern of language functioning and is one of the main educational and methodological units of instruction. For its most adequate use, the teacher must be clear about himself, and then use the substantive and structural features of the text as the basis for the student’s own speech in a foreign language.

Conclusion

Learning foreign language speech can be based on the text in the broad sense of the word and is associated with the laws of its understanding and generation.

Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves nervous tension in learners, makes it possible to change the forms of activity, to switch attention to the nodal questions of the topic of the lesson.

Investigating the psychological conditions of the flow of understanding and generation, despite their different directions, scientists emphasize that coagulation is characteristic of both processes. With the understanding of the text, collapsing completes the
References

УДК: 398.2 (=511: 143)
ГРНТИ: 17.71.91

СОЦИОКУЛЬТУРНЫЕ ФУНКЦИИ МАНСИЙСКОЙ СКАЗКИ

АННОТАЦИЯ
В данной статье выявляются социокультурные функции мансийских сказок. Подчеркивается то, что в сказке отражено традиционное архаическое мировоззрение, с собственными представлениями о добре и зле, правильном и неправильном поведении. Выделяется роль сказки в мансийском обществе.

ABSTRACT
This article identifies the socio-cultural functions of the Mansi fairy tales. It is emphasized that the fairy tale reflects the traditional archaic worldview, with its own ideas about good and evil, right and wrong behavior. The role of a fairy tale in Mansi society is highlighted.

Ключевые слова: манси, сказка, функции, сказитель, роль, ценности, герой.
Keywords: Mansi, fairy tale, functions, storyteller, role, values, hero.

Устное народное творчество каждого народа отражает его ценности, моральные качества, быт, историю, менталитет. Так и мансийские сказки, являясь отражением многовекового опыта народа, его идеалов, стремлений, складывающихся многими поколениями, являются своеобразным эталоном добра, красоты и справедливости.

Актуальность сюжетного исследования во многом определена глубокими возможностями сказки. Из всех фольклорных жанров сказка обладает наибольшей устойчивостью, несмотря на различную степень их сохранности и эволюционных преобразований, продолжают транслировать богатство языка, архаические черты народной культуры и элементы сущностной мифологической семантики. Мансийские сказки ещё в прошлом веке имели сезонный характер. Их рассказывали только в зимнее время. Классифицируются они на священные сказки-мифы и несвященные, среди которых выделяли группу для взрослых и детские. Каждый вид имеет свой стиль и характер изложения, свое...